National Congress Bulletin

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Dear Friends:

NEARLY half of you who are local unit presidents will relinquish the office as soon as the school year ends this month or next. We are grateful to you for the service you have rendered. We appreciate the hours of sacrifice and labor that you have given toward the improvement of conditions in your community, state, and nation. The work you have done, the programs you have helped to initiate may be far more significant than you think in the enrichment of some child's environment—and thus in the enrichment of American life.

Will you think with me for a moment upon the situation of your successor? Are your unit's reports and records all ready to turn over to that new president? Has everything been done to clear the way for a successful administration through the next school year?

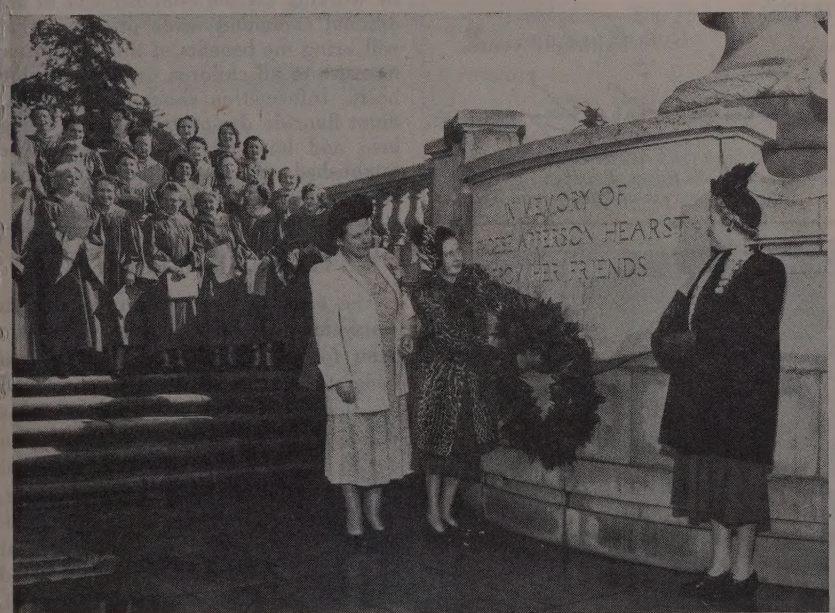
A short time ago I talked with a president who was retiring from office. She showed me a procedure book containing a complete record of the activities of the association during her administration. It included a calendar of predictable events, a list of obligations of the unit and the president, lists of chairmen of standing and special committees, copies of important letters received and dispatched, a detailed description of the program just completed, with unfinished items clearly marked, and a list of supplies belonging to the office—all neatly sorted. (I hope it contained a complete file of the *National Congress Bulletin* and the *National Parent-Teacher: The P.T.A. Magazine.*) Surely her successor has a bright prospect ahead.

Keeping the Torch Alight

Let us visualize this succession in leadership as a relay race with the unit presidents representing the contestants. Let us imagine that each runner is carrying a lighted torch that he at a given point must pass on to the next member of the team, who will in turn pass it to the next member, and so on in successive relays until the torch finally stands at the goal post. Can you imagine a team member who, on reaching the end of his stretch, throws the lighted torch in the dust so that it must be picked up, cleaned, and relighted by the next runner before he may start on *his* stretch?

Nonsense, you say, the race would be lost without question if any runner failed to pass the lighted torch directly into the hands of his teammate. Still, I talked to a newly elected president last week, who faced a parallel situation. She had no credentials for the approaching state convention, although they had been issued weeks before. She had no information about the convention except a brief announcement of the dates and location in the village paper, no list of obligations she might expect to meet, no supplies or aids whatever. Her predecessor, upon completing her course, had thrown the torch in the dust. The new leader must find a way to relight that torch before the work may go forward.

The whole parent-teacher movement loses momentum when one leader fails to pass on promptly the materials and the records of many experiences that can make progress continuous. If you are



In this picture Mrs. Fred Barton, district chairman of Founders Day, is placing a wreath of oak leaves on the memorial to Mrs. Phoebe Apperson Hearst during the annual Founders Day ceremonies held in Golden Gate Park, San Francisco, by the second district of the California Congress. Watching her are (left) Mrs. W. L. Houweling, district president, and Mrs. J. J. Garland, vice-president of the National Congress. In the background are the district Mothersingers who sang on this impressive occasion.

Let's Meet at the

NATIONAL CONVENTION

May 22, 23, 24, 1950

Long Beach, California

closing a term of service as a local or state leader, will you not do everything possible to keep this chain of progress unbroken, for the sake of a child?

Common Aims, Common Concerns

At a recent meeting of the U.S. National Commission for UNESCO I reported the activities of the National Congress in those fields of service that are included in the UNESCO program. I found to my delight—and yours, I am sure—that the National Congress has contributed one third of all funds collected by the organizations represented on the Commission for assistance to cultural, scientific, and educational agencies in other lands.

In 1948 and 1949 many thousands of dollars' worth of special packages were sent to Austria, France, Finland, Greece, and Holland through the facilities of CARE and the Save the Children Foundation. Since late in 1949 the UNESCO-CARE book program has been stressed, and an enthusiastic response has enabled CARE to send approximately eight thousand dollars' worth of pedagogical books and dictionaries to universities and teacher training institutions in Norway, Malta, the Philippines, Germany, Austria, and Italy. A packet of National Congress publications is also included with each shipment of books.

The Commission placed particular emphasis on the need to "tackle the problems of the present precarious peace" through education, science, and culture. In the following statement, made by a committee to review the program of UNESCO, you will find an echo of our own Congress program: "This can be done by affecting attitudes, assembling and disseminating information, and furthering understanding to the end of relieving tensions, reducing ignorance and gullibility, and building on the existing elements of world understanding."

Knowledge—The Way Toward Peace

We can do more, however. We can study more carefully the Declaration of Human Rights that is now being proposed as a *Covenant* of Human Rights with certain sections deleted (Articles 22 to 27). To secure and distribute copies of the proposed covenant might be an appropriate project for your unit. Please consult your state chairman of international relations for details.

A world of peace and freedom is our objective for every child. Shall we try once more to reduce tensions and anxieties in the home community by extending appreciation of religion, the arts, and the humanities, which are now acceptable to more people than they have ever been before?

We know that the only security today rests within the hearts of men. Shall we share that knowledge as a way toward peace?

Faithfully yours,

Anne A. Hayes

Mrs. John E. Hayes, President
National Congress of Parents and Teachers

TOPICAL FLUORIDE DEMONSTRATIONS

Parent-teacher associations are helping to bring the first great advance in preventive dentistry—topical fluoride applications—to the attention of parents in scores of communities throughout the country. It has been proved that applications of sodium fluoride to the teeth of children at the ages of 3, 7, 10, and 13—or in accordance with the tooth eruption pattern of the individual child—will reduce new dental decay by 40 per cent.

The United States Public Health Service, which is conducting topical fluoride demonstrations in collaboration with state health departments, says that P.T.A.'s have sponsored many of the demonstrations which have now been held in schools in more than 500 communities. These demonstrations have two functions: (1) to show how the applications should be made and (2) to show how a community-wide fluoride program might operate.

In many areas P.T.A. members have assisted the demonstration teams by making the schedules and taking charge of the children, by bringing groups of parents to see the demonstrations, and by holding meetings to discuss the establishment of local fluoride programs.

Other units, too, can make a vital contribution to the health of children by working for the establishment of additional community-wide programs that will bring the benefits of this preventive measure to all children on a continuing basis. Information about where the sodium fluoride demonstrations are being held and how such a project can be established are obtainable from your state health department.

Goodwill Gladness

The teacher of this group of Italian youngsters has sent a friendly thank-you letter for one of the Save the Children Federation packages that was purchased by contributions made by generous P.T.A.'s. She writes: "The pupils join me in thanking you for the gifts that will help them so much. The caramels, especially, awoke in them childish gladness. It is comforting to know that people so far away have remembered us by sending such a precious parcel. We have spoken to our little pupils about your desire to be our friends and have told them about your faraway land.

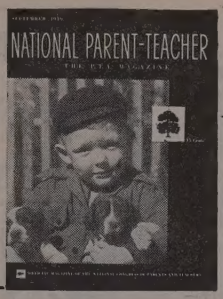
"We have turned to God with a prayer for you."

Announcing . . .

NEW STUDY COURSES

FOR 1950–51

THEME: GROWING TOWARD MATURITY



In the simpler society of our pioneer days the care and education of children could be, and to a large extent was, a natural by-product of the life of the times. If physical dangers were more prevalent, children were safer from the social strains that are part of our intricate pattern of life today. Only by intelligent and systematic effort on our part can our children and youth grow into a maturity that will be satisfying both to them and to the society in which they live. This is a task every parent and teacher is in honor bound to share. To assist them, the *National Parent-Teacher* will again offer, beginning with the September 1950 issue, three study courses covering the preschool years, the elementary school years, and the adolescent years. The general title of the whole program is "Growing Toward Maturity."

1. PRESCHOOL
Study Course

September
Old Practices, New Insights

October
Not Too Young To Share

November
Talking Is a Social Thing

December
Playthings and Play Therapy

January
Health Springs from Both—Body and Mind

February
School Before Six

March
Spiritual Guidance Starts Early

April
Troubled Parent, Troubled Child

2. SCHOOL-AGE
Study Course

September
The Kind of Parents Teachers Like

October
The Kind of Teachers Parents Like

November
When Is a Child a Real Problem?

December
Discipline—The Role of Punishment and Reward

January
Activities Out of School

February
Sex Guidance Through the School Years

March
Measuring the Child by His Capacities

April
Crises All Children Face

3. ADOLESCENT
Study Course

September
What Adolescence Is Like

October
Dating—Big Business of Youth

November
Must Families Feud?

December
Faith for a Lifetime

January
Choosing a Career

February
Public-spirited Youth

March
When Shall They Marry?

April
Keeping Mentally Fit

The titles listed above are reserved exclusively for groups using these study programs.

DIRECTORS

- The preschool course will be directed by Hunter H. Comly, M.D., assistant professor of pediatrics in psychiatry, State University of Iowa.
- The school-age course will be directed by Mrs. Sidonie Matsner Gruenberg, special consultant, Child Study Association of America, and chairman of the National Committee for Parent Education.
- The study course on adolescents will be directed by Mrs. Eva H. Grant, editor of *National Parent-Teacher: The P.T.A. Magazine*, and Dr. Ralph H. Ojemann, associate professor of parent education at the State University of Iowa.

NOTE TO LEADERS

The first article in each of the courses will be published in the September issue. Because back copies will not be available, be sure that subscriptions are renewed well in advance and that orders for new subscriptions to begin with the September number are sent in *during July or August.* If you want the soundest and most significant information available in the field of child growth and parent education to assure successful programs, you will find it in the three study courses that will start next September.

- *Descriptive leaflets will be available free to groups interested in undertaking these study courses. Write to* National Parent-Teacher: The P.T.A. Magazine, *600 South Michigan Boulevard, Chicago 5, Illinois.*

WHAT'S *YOUR* DRIVER RATING?

THIS month we swing into a nation-wide campaign to reduce traffic accidents at their source—the cars we drive. Lights that are dim or askew, brakes that won't stop the car, a windshield wiper that only blurs the driver's vision, tires that are torn and cracked—any one of these could cost a life. The danger is not limited to the driver of the car or even to his passengers but threatens every motorist and pedestrian on the road. Remember, too, that many innocent victims of traffic accidents are children.

The National Safety Council tells us that unsafe vehicles were to blame, at least in part, for 13 per cent of this country's fatal traffic accidents in 1948. The tragedy seems even greater when we consider that these accidents might never have happened at all if the car owner had exercised a little care and forethought.

To cut down the number of such accidents in the future the President's Highway Safety Conference is recommending that every citizen voluntarily inspect his own car and make certain that every essential part is in good repair. Parent-teacher members throughout the country should enthusiastically support this campaign.

So why not check your own car today and urge every other car owner in your community to do the same? The longer you wait, the greater the possibility of a serious accident. The following handy check list will help you catch every defect.

___ BRAKES—Do they take hold promptly and evenly? Will hand brakes hold the car?

___ HEADLIGHTS—Do dimming switch and both upper and lower beams work? Are lights aimed to avoid glare?

___ HEAD AND STOPLIGHTS—Do all bulbs burn? Do brakes operate stoplight?

___ TIRES—Are they properly inflated? Do you check regularly for worn treads, cuts, and breaks?

___ WINDSHIELD WIPERS—Do they always operate and wipe glass clean?

___ MUFFLER AND EXHAUST SYSTEM—Is it free of worn spots, tight and quiet?

___ STEERING—Is there excess play in the steering wheel? Are the wheel bearings tight? Are the wheels properly aligned and balanced?

___ GLASS—Is it clear and clean? Do cracks, discolorations, or stickers obscure your vision?

___ HORN—When you need it, does it work?

___ REAR-VIEW MIRROR—Does it give you a clear view of the road behind?

But wait a minute, to check accidents drivers must check their driving, too. Can you and every car driver in your community truthfully answer "Yes" to the following questions:

1. *Do you know and always obey traffic laws?*
2. *Do you observe traffic signals, signs, and pavement markings?*
3. *Do you always use proper hand and mechanical signals?*
4. *Do you drive in and turn from the proper lane?*
5. *Do you watch for and give the right of way to pedestrians and children?*
6. *Do you drive within legal and common sense speed limits?*
7. *Do you drive with extra caution under adverse weather and visibility conditions?*
8. *Do you slow down at sundown?*
9. *Do you refuse to drive after drinking?*

Don't let an accident spoil your vacation.

What Our Congress Groups • Are Doing •

Supplies of these attractive gummed stamps, printed in red, have been made available to every local unit and council in the Ohio Congress. They are used on all correspondence in order to emphasize the vital need for improvement in the comic book fare that boys and girls feast upon.

* * *

A highly successful school visitation program for this year has brought about an unusually harmonious relationship between parents and teachers of the boys and girls who attend the Longfellow School in Salt Lake City, Utah. At the suggestion of the school principal and the P.T.A. officers, each of the classes in the school was assigned a certain visiting day. Mothers and fathers were invited to come in on that day and observe a period of regular classroom work and then discuss with the teacher and the principal the problems that confront both parents and educators in helping youngsters get the most out of school. At least one parent of 80 per cent of all the pupils in the school took part in this project.

* * *

To stir up greater interest in its membership drive the Lincoln-Edison P.T.A. in Alameda, California, used a covered wagon contest. Each of the twenty classes in the school was assigned a cardboard covered wagon that was to travel across the United States map from New York to California. The westward progress of the wagon would be regulated by the percentage of parents that had joined the P.T.A. The first class to report every parent enrolled in the parent-teacher association got its wagon to California first and won the prize. Result: total membership in this local unit reached a record high of 878.

* * *

Boys and girls in Minturn, Colorado, are enjoying clean, attractive classrooms this year because of their mothers' and fathers' hard work. When school opened last fall the school board was too hard pressed financially to pay for even the usual cleaning, and both the teachers and students were discouraged with the dingy appearance. Then the room representatives of the P.T.A. got busy and organized week-end crews of volunteer workers to wash windows, paint walls, sew curtains and drapes, and make minor repairs.

Buy U. S. Savings Bonds

in the Independence Drive

May 15 to July 4

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NATIONAL CONGRESS OF PARENTS AND TEACHERS

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PLAN OF ACTION POINTERS FROM...

National Chairmen

RADIO AND TELEVISION

Mr. Rishworth

RADIO and television know no national boundaries. Other media of communication can be stopped at a boundary line when freedom is denied. Broadcasting bridges the space that separates nations and races, for it voices freedom of speech wherever listeners lend an ear.

Freedom of the individual to become informed, freedom to express the truth as he sees it, freedom to make his choice between the right and the wrong, and freedom to grow in knowledge and understanding and appreciation of his fellow men with abiding faith in things as they might be—this is the essence of world citizenship for any future generation.

Our theme for the current administration, "The Citizen Child: His Destiny, a Free World," should provide the motivation for all we do as parents and teachers in the field of radio and television. Broadcasting constitutes a world-wide assembly for the dissemination of ideas and the communication of facts. The basic fact with which we as parents and teachers are concerned is the existence of a child. The basic idea with which we are confronted is the possibility of a purposeful and peaceful future life for that child.

Activities for Home Citizenship

1. Plan your broadcasts around the theme of shared responsibilities for the welfare of the home and family. Let the child and the parent both share in a discussion of the problems of family living.
2. Discuss the selection of broadcasts for home listening with the entire family.
3. Share your listening and looking with the child, guiding him toward a fuller understanding of the meaning and content of each broadcast or telecast.
4. Suggest to the child activities and interests that may be derived from the broadcast and that may be followed through after the listening or viewing period has ended.

Activities for School Citizenship

1. Develop broadcast plans that will serve to demonstrate the school in action.
2. Use the panel or forum discussion technique with children as participants and moderators. Select topics on which the children may express themselves about classroom problems, school facilities, student regulation, vocational guidance, and related subjects.
3. Stimulate the development of radio workshops or radio guilds in the schools for the study of broadcasting as an extracurricular activity.

Activities for Church Citizenship

1. Devote special broadcasts to those observances in the parent-teacher calendar relating to the church and spiritual education. Whenever possible use children's choruses, church school classes, and young people's study groups as participants.
2. Ask the cooperation of local station managers in presenting broadcasts devoted to the furtherance of mutual understanding between those of differing religious faiths.

Activities for Community Citizenship

1. Suggest a children's day to your local station managers on which children will take over the positions of manager, sportscaster, news editor, traffic manager, announcer, and others.
2. Encourage the schools to conduct field trips in which the stores, leading industries, city hall or county courthouse, and social welfare agencies are visited. Then arrange to have the children present on the air their own reports of the resources of the community and its major needs. Let the children also report their findings at one of your regular P.T.A. meetings.

Activities for World Citizenship

1. Develop a mock United Nations Assembly in your local high school with children, representing all the available nationalities, acting as delegates. Broadcast a meeting of this assembly and let the discussion be concerned with one of the international problems now before the United Nations.
2. Plan to broadcast a series of round-table discussions in which child participants voice their opinions on major international problems and on the day's headlines from all parts of the world.

Recently, President Harry S. Truman said, "The most important business of the nation is the raising and training of children." We might add a question to this statement. Training for what? There can be only one answer—training for citizenship, with all its rights and responsibilities, in a world that is free and at peace with itself.

—Thomas D. Rishworth

HEALTH

Dr. Neupert

IF the citizen child is to have a free world as his destiny, and if the power of the nation and of the world depends on the health of its citizens—as set forth in the second goal of our permanent platform—we have some very important unfinished business on our agenda. As parents, our opportunity to reach those goals involves much more than an acceptance of these high principles. We have work to do.

1. Far too many of our child citizens are not getting the essential foods for the abundant good health we could provide for them.

   Usable published information on selecting foods to meet nutrition requirements is available to study groups. Talks by those who know how to guide parents in meeting nutrition needs economically may also be arranged.

2. There is a body of knowledge available about relations in the family that affect mental health, which should be dealt with in our local parent-teacher programs.

   Its application will do much to prevent serious emotional problems in our children and to advance their well-being.

3. Unfortunately too few parents appreciate what sound health practices can do for their children because their own concepts are vague. It is surprising how many children have difficulty in doing their schoolwork because of unsuspected loss of hearing or vision, insufficient sleep, or lack of meals planned to provide the essentials for good nutrition—to highlight just a few factors.

   The improvement in capacity for learning and in the personalities of the youngsters when these deficiencies are corrected is a source of deep gratification to their parents.

4. While special health activities in some communities are carried on most successfully by voluntary agencies, basic health services, given by a full-time public health department, are a necessity for continuous improvement of the health of our children. They are still not a reality in one third of the country, where so many of our children are being reared. Securing these services is one of the most important items of our unfinished business.

   Again, information and data are available through the National Health Council and through state health departments for study and action wherever there is a will to fill the gap in areas where local full-time health departments do not exist.

It doesn't do just to talk about good health, although even that helps. An active health committee will be confronted with important unfinished business in preparing the citizen child to meet his free destiny.

—Carl N. Neupert, M.D.

JUVENILE PROTECTION

Mrs. Eshelman

THE National Congress theme calls for a strong program of juvenile protection. This theme has within it the potentialities for an expanded program of parent education in the field of juvenile guidance. Properly interpreted, it can do much to promote the welfare of children and youth in *every* home, *every* school, and *every* community. Such a theme is highly valuable in carrying forward the specific program of the juvenile protection committee.

Through developing our theme, the following values, important to character growth and development, may be advanced:

1. An appreciation and knowledge of the true meaning of citizenship for every child.
2. A greater interest on the part of every parent-teacher member in the child's destiny of freedom.
3. Teaching children and youth—who are not merely citizens of a city, county, state, and nation but of the world—to understand the world in which they live and to meet their responsibility as *good* citizens in a free world.

This theme may be developed by the following three programs, which may be adapted for use by preschool sections, parent-education groups, and local units.

I. Subject: "The Citizen Child"

A panel of three members, each speaking ten minutes, discusses the following questions: What does the community owe the citizen child? What training is necessary for citizenship? How can we teach an appreciation of the duties of citizenship?

Discussion and summary.

II. Subject: "The Citizen Child's Destiny"

A speaker, qualified to talk on the affairs of the world as they affect children and youth, gives a thirty-minute talk.

Discussion.

III. Subject: "A Free World"

A symposium of three participants, each of whom gives his opinion on what constitutes a free world, placing emphasis on the obligation adults have toward creating a free world for children and youth.

Questions.

—Mrs. Joseph W. Eshelman

PARENT EDUCATION

Dr. Folsom

WE have agreed to emphasize the theme, "The Citizen Child: His Destiny, a Free World." There is great significance in the word destiny. Do we mean that we are predestined to achieve a free world whether or not we do anything to bring it about? On the contrary, destiny in this case is something that may come or may not come, depending partly on human effort—and that includes our effort. What, then, can parent education do to help bring about a free world for our children?

The chairman of Home and Family Life, Esther E. Prevey, has given us eight suggestions in the March *Bulletin*. Parent education chairmen will find them equally useful for their work. The following additional suggestions are made.

1. Find out what is going on in parent education in your community under any and all auspices. See what you can do to add to this effort.
2. Keep an up-to-date list of books, pamphlets, and films that are not only informational, but inspiring and moving.

   There is much material in the field, and we must help people to select the best. Whatever has deeply influenced you and can be recommended by you with a kind of personal message is likely to impress others also as being something more than merely the same old words repeated.

4. Keep a list of ideas about new and stimulating activities for children, and encourage parents to do the same.

   One of the great problems of today is to win the children's interest away from the dead level of the unwholesome comic book, radio program, movie, and television show. If we are going to combat these destructive—or at least stagnating—influences, we have to be unusually alert to suggest something better, not only better in quality and meaning but also sufficiently dramatic to capture the children's attention.

5. Urge parents to keep their home and daily life in reasonable order and to eliminate unessentials so they may have more time to spend with their children.

   A great deal of parent education misses its target because it merely gives parents a list of new things to do instead of helping to select what is best and to eliminate what is unnecessary and thereby have time and energy to practice some of the important things they accept in theory. Many parents would do a better job if they attempted fewer activities and expenditures.

6. Encourage parents to keep their own bodies and minds in healthy condition.

   Between the ages of six and twelve especially, a child needs parents who are alert, quick on their feet, and quick with their eyes, ears, and minds. Many parents should observe more, sleep more, exercise more, and talk less.

7. Work out with parents some ways to teach the real meaning of freedom. The American child's understanding of freedom is threatened not so much by oppressive government or by parents who are severe in an old-fashioned, military way. With us, rather, the chief enemy of freedom lies in certain habits of subtly imposing our will or needless conformities upon children.

   Many a parent, teacher, or playmate will talk glibly about freedom and then put the sensitive child into a strait jacket by tones of voice that imply "if you use this freedom, I will not love you, or I will make fun of you." Such camouflaged pressures show no real respect for the dignity of human personality.

Let us see what we can do to break the dismal chain of petty persecution, the chain in which A pushes B around, and then B, unable to retaliate against A, pushes C around, and so on unto the third and fourth generation. If our children can learn what real freedom means in daily human relations, they may be better prepared to work for a free world.

—Joseph K. Folsom

RECREATION

Mrs. Ehlers

THE administration theme gives added incentive to workers in the field of recreation. The citizen child is a familiar personality in recreation circles, and his destiny, a free world, is a major objective and the hope of all who contribute to his recreational growth and development.

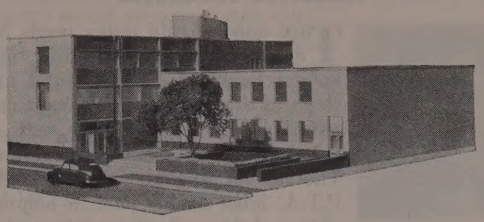
Beginning in the home with his first playmates, his parents, the child learns the play-way to take his place in his immediate world. As he grows older and mingles with neighbors, friends, and teachers on the playgrounds and in the schools, he develops social, mental, and physical habits as well as creative skills through the medium of recreation. These, combined with other influences, gradually prepare him to show wholesome character traits and the marks of fine citizenship.

Thus the child is being conditioned to meet each new experience, for he must have a true spirit of democracy and fine sportsmanship as well as good emotional and physical health if he is to successfully meet problems that arise within the home, the nation, or the world.

Following are a few suggestions that may help bring about the realization of our objectives:

1. Encourage parents to learn more about home-play and ways they can enjoy family recreation. Organize play groups for parents, and teach actual games, crafts, storytelling, hobbies, songs, instrumental music, and other activities that can be enjoyed by the entire family.
2. Stress the fact that recreation enjoyed together by the family as a group is of vital importance in helping to cement everlasting bonds of affection, loyalty, and appreciation.
3. Sponsor and support recreation groups for all ages in the school and community. Encourage P.T.A. members to serve on committees that work for specific recreation projects.
4. Help people to understand each other better, through participation in leisure-time activities. Community cooperation and happy living can result from family nights, amateur talent nights, hobby shows, square dance groups, games, athletics, arts and crafts, music, dramatics, teen-age centers, and many other enjoyable forms of recreation.
5. Help bring about a deeper spirit of appreciation for people of other countries, their accomplishments, and their problems by drawing on their rich cultural backgrounds for program material.
6. Give demonstrations to help people learn quickly better and more effective methods of leading recreation activities. Interpret the true meaning of recreation, its innumerable possibilities and worth-while contributions to the well-being of all who participate.
7. Support and work for legislation that will supply necessary funds for trained leaders, adequate facilities, and well-balanced programs in all communities.

—Mrs. John F. Ehlers



"QUARTERS FOR HEADQUARTERS"

THE National Congress has waited years for a new national headquarters. Other organizations, many with a far smaller membership, have long since ceased renting property and point with justifiable pride to fully owned headquarters. The National Education Association, the General Federation of Women's Clubs, the D.A.R., the C.I.O., the A.F. of L., Allied Youth, the American Medical Association, the American Library Association, the National Osteopathic Association, the Gideon Society—all have homes of their own. Surely an organization of such scope, magnitude, stability, and service as the National Congress should have a building suitable to its needs and in keeping with its traditions! Have *you* contributed?

MENTAL HYGIENE

Miss Holbrook

THE citizen child today needs help in developing and maintaining the good mental health that is essential at each stage of life from birth through infancy, childhood, and adolescence until he becomes the adult citizen of tomorrow. The mental hygiene chairman of each P.T.A. must do his part in helping our citizen children do their daily tasks with the courage, poise, and enthusiasm that comes with good mental health.

Mental hygiene is not something mysterious. It is simply finding the best way to adjust oneself to each new experience in order to live a happy, well-balanced life. There are certain fundamental needs for good mental health, such as worth-while work, opportunity for play and recreation, and the feeling of being wanted and needed, and of having a secure place in family, school, and community.

Let each mental hygiene chairman ask himself these questions and then, with the help of other P.T.A. members, seek to answer them.

1. Do the members of my P.T.A. unit understand the importance and meaning of mental health?
2. Have I done my part in seeing that mental hygiene is included in the year's program in a really live, interesting way?
3. Have I made the best possible use of helps offered by my state and national chairmen and by the *Parent-Teacher Manual* and *National Parent-Teacher: The P.T.A. Magazine?*
4. Do I know what services are offered in my community and state for those who need help through child guidance and mental hygiene clinics?
5. Have the teachers in our school received training in mental hygiene principles and methods to aid them in understanding children who have special problems? If they have not had such training, why not?
6. What can be done to organize a mental hygiene extension course or workshop for teachers, led by well-trained leaders?

These are but a few of the questions to which I hope each chairman will add others.

Remember the words of Robert Louis Stevenson, "There is no duty we so much underrate as the duty of being happy." Good mental health is essential to happiness, so let each one do his part to help the citizen child gain this priceless gift.

—Sara M. Holbrook

READING AND LIBRARY SERVICE

Mrs. Gagliardo

THE Citizen Child: His Destiny, a Free World" has special significance for local chairmen of reading and library service. It is in their pleasant childhood books that most children first cross national boundaries to make the important discovery that children everywhere are very like themselves, that they are friends and neighbors.

Paul Hazard, a distinguished French scholar, describes in *Books, Children, and Men* a bronze-colored child of Singapore reading of the travels of Nils over Sweden and a fur-cloaked boy of Lapland reading *The Arabian Nights.* He pictures these boys entering new worlds through their reading, and then he adds, "Children's books keep alive a sense of humanity . . . Every country gives and every country receives—innumerable are the exchanges . . . And so it comes about that in our first impressionable years the universal republic of childhood is born."

What specifically can the reading and library service chairman do within the local unit to help to bring about this "universal republic of childhood"? What can be done to help each citizen child achieve that destiny which is the heart's dream of every dedicated parent—a united world, a free world?

1. Interpret to the unit, and to the community if need be, the high office of books. Book talks may be given by a teacher, librarian, or parent. Pertinent articles in the *National Parent-Teacher* magazine may be reviewed at either regular unit or study group meetings.
2. Try to bring about a better understanding of people in other lands by encouraging the inclusion in both school and public libraries of books that lay the foundations of international understanding and of world citizenship. Such a project may be sponsored jointly by the P.T.A. and the public library.
3. Furnish lists of books especially appropriate for home sharing. Display books for the home at a unit meeting—picture books for the small fry, books for family reading aloud, and books for the older children and their parents.
4. Contact the school administrator and furnish any assistance possible in attaining more effective school library service, and in creating an informed public opinion. Two books, *The Library in the School* by Fargo and *Teaching Through the Elementary School Library* by Walraven and Hall-Guest, list standards for good libraries and give much helpful information.
5. Stimulate further support for the local public library. We know that only as Americans are educated can they remain free and that a well-informed citizenry is dependent upon reading. A helpful book is *The Library in the Community* by Carnovsky and Martin.
6. Help people in other lands by helping to restore the libraries abroad where the loss from war is staggering. The National Congress is cooperating with UNESCO and CARE in the project to supply books to libraries, medical centers, and scientific institutions in Europe and Asia. Cash contributions of any amount are desperately needed. Designate your contributions "For the Book Project," and send them to the National Congress of Parents and Teachers, 600 South Michigan Blvd., Chicago 5. If a local unit is interested in a special gift book project for children, write your national chairman of Reading and Library Service.

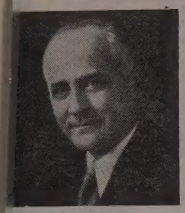
Good books, let us not forget, help keep alive a sense of humanity. Without this the children of the world cannot be free.

—Mrs. Ruth Gagliardo

FLASH!

The membership of the National Congress is now 6,167,079—a gain of 392,721 over the preceding year.

VISUAL EDUCATION AND MOTION PICTURES



Dr. Mahan

THIS month we present Part II of the list of fine educational films that was compiled for parents and teachers by three state chairmen of visual education and motion pictures. In the words of Bruce E. Mahan, national chairman, these films "clearly demonstrate the work to be done in our homes, our schools, our communities, and our nation before we can assure our citizen children their destiny—a free world." (Part III will appear in the June-July *Bulletin.*)

Human Relations

Act Your Age. *Coronet Instructional Films, 15 minutes, sound.* Film shows how some students of fifteen and sixteen still act like five-year-olds. Principal tries to solve the problem of these students.

Are You Popular? *Coronet Instructional Films, 11 minutes, sound, color.* Shows familiar teen-age social situations, outlines some of the problems that arise, and suggests practical solutions.

Dinner Party. *Simmel-Meservey, 23 minutes, sound, color.* Presents a personal yet practical approach to the problems of table etiquette.

Families First. *New York State Youth Commission, 17 minutes, sound.* Portrays the happiness to be gained from a well-managed home and outlines a program for achieving such happiness.

A Family Affair. *Teaching Film Custodians, 18 minutes, sound.* This is a discussion film wherein two sides of a family matter are presented, but no conclusion is given.

The Family—An Approach to Peace. *March of Time, 17 minutes, sound.* This film contrasts the popular conceptions of life in foreign lands with life as it actually is around the globe. It points out that the only true way to peace is through understanding other people.

House I Live In. *Young America Films, 10 minutes, sound.* Frank Sinatra makes a dramatic appeal for tolerance and impresses a group of boys with the real meaning of democracy.

How Do You Do. *Young America Films, 15 minutes, sound.* This film points out how one may enjoy life more by being surer of himself in social situations.

Junior Citizen. *Gateway Productions, 19 minutes, sound.* Shows how our progressive schools have become aware of the importance of good citizenship in our democracy and describes the role these schools are playing in its development.

Junior Prom. *Simmel-Meservey, 22 minutes, sound, color.* Presents friendly, personal instruction in matters of dress, conversation, introduction, and general date conduct for young people.

Make Way for Youth. *Association Films, 22 minutes, sound.* Shows how high school boys and girls learn to help themselves and incidentally everybody in the town through developing a youth council.

Penny's Worth of Happiness. *A. F. Films, 15 minutes, sound.* Portrays displaced children from many parts of the world as they enjoy a vacation in Switzerland.

Picture in Your Mind. *International Film Foundation, 15 minutes, sound.* This film will be useful to all groups interested in the discussion of intergroup relations.

Playtown U.S.A. *Association Films, 22 minutes, sound.* A dramatized story that shows how all the local public and the voluntary agencies in a community can organize to promote community-wide recreation.

Problem Children. *Ohio State University, 20 minutes, sound.* A film about two children and how their personalities are affected by their relationships in home and school.

Stranger at the Door. *Family Films, 20 minutes, sound.* A teen-age son of a refugee family reveals how his Christian upbringing is the means of establishing permanent roots in his new home land.

You and Your Family. *Coronet Instructional Films, 11 minutes, sound.* Designed to help the audience discuss how young people and their parents should act toward each other.

You and Your Friends. *Association Films, 11 minutes, sound.* In this film the audience is invited to observe critically the conduct of the participants in a teen-age party in order to evaluate various types of behavior.

You and Your Parents. *Coronet Instructional Films, 15 minutes, sound.* There is, perhaps, no more vexing problem for parents and teen-agers than that of parental authority. This film is a case study showing the solution of one situation.

SAFETY

Mrs. Knight

IT is for us, insofar as we are able, to make certain that every child lives to enjoy his destiny—a free world. But he will have no destiny of freedom unless *you* in your own local community say: "This is *my* job." If you do not feel a personal responsibility in your home, your school, your town, maybe no one else will feel it is his responsibility either. So please:

STOP!

Take a look at the nine-point permanent platform of the National Congress of Parents and Teachers. Point *three* concerns safety: "Children need an environment free from physical hazards."

LOOK!

That number *three* turns up again: "Accidents kill ONE out of THREE school-age children who die." These figures do not include preschool children.

LISTEN!

There is something wrong somewhere. Is the proper emphasis being placed on safety in the home, in the school, and in the community, or are we neglecting one of the most important points of education in a child's life, the technique of staying alive?

One inspired person can do wonders. What can you do?

1. Have you ever had a hazard hunt in your own home?
2. Do you, as an adult, set a good example in such everyday safety practices as being careful in crossing streets?
3. Have you ever inquired of hospital authorities or local doctors how many accident victims they have treated in just one month's time?
4. Have you ever thought of asking the members attending a local P.T.A. meeting to list accidents that have happened recently in their own immediate families?
5. Have you put emphasis on safe bicycle riding as the first step toward learning good attitudes for automobile driving? The same rules of the road apply to bicycles as to cars.
6. Did you ever ask how many calls your fire department made in a given length of time? Were any fires caused by carelessness?
7. Can holidays be made safer?
8. Do you think the home and school should be a team when it comes to safety education?

And, don't forget, "Be careful; the life *you* save may be *your own.*"

—Mrs. Fred Knight

Fifty or More

IT is a great pleasure to announce that all previous membership records for the Fifty-or-More Club were broken this year. Altogether, 630 forward-looking P.T.A.'s qualified for enrollment by sending in at least 50 subscriptions for our official magazine, the *National Parent-Teacher*, before the March 31 deadline.

Congratulations to each of you, and an extra word of praise for the 84 units that turned in 100 or more subscriptions. Their names and their achievements will be recorded in the *1950 Proceedings* of the National Congress.

Leading the list for the year with 386 subscriptions is the Cloverdale P.T.A. of Montgomery, Alabama. In second place is the Burton P.T.A. of Grand Rapids, Michigan, with 335, and next in line is the Gatewood P.T.A. of Seattle, Washington, with 268.

Among the states, first place honors were captured by Illinois with 61 qualifying associations. Alabama and Arkansas finished second and third with 31 and 28 associations, respectively. Tied for fourth place, with 27 each, were Iowa and Pennsylvania.

Cloverdale	Montgomery, Ala.	386
Burton	Grand Rapids, Mich.	335
Gatewood	Seattle, Wash.	268
Hawthorne	Sioux Falls, S. D.	240
Lewis and Clark Grade	Richland, Wash.	230
Morningside	Atlanta, Ga.	224
Lincoln	Kingsport, Tenn.	212
Westwood	Cincinnati, Ohio	209
Monroe	Omaha, Nebr.	208
Central Jr. High	Greensboro, N. C.	195
Robert E. Lee	Birmingham, Ala.	166
Powell	Birmingham, Ala.	165
North Canton	North Canton, Ohio	163
Lanier High	Montgomery, Ala.	161
Garden Homes	Milwaukee, Wis.	155
Lindley Elem.	Greensboro, N. C.	153
South Sioux	Sioux Falls, S. D.	152
Loretta	Montgomery, Ala.	150
Reuben Dake	Rochester, N. Y.	150
Frantz H. Coe Elem.	Seattle, Wash.	147
Miami Shores Elem.	Miami, Fla.	144
Mullins	Mullins, S. C.	144
Dundalk	Dundalk, Md.	143
Park Hill	No. Little Rock, Ark.	142
North Main	Mount Airy, N. C.	142
Merrick	Merrick, N. Y.	140
Stephen Gale	Chicago, Ill.	138
Perkins	Des Moines, Iowa	136
Whitfield Elem.	Jackson, Miss.	135
Darwin	Chicago, Ill.	133
Lincoln	Twin Falls, Idaho	127
Elk	Charleston, W. Va.	127
Poindexter	Jackson, Miss.	125
Sans Souci	Greenville, S. C.	125
Andrew Briscoe Elem.	Houston, Texas	125
High Point	Seattle, Wash.	125
Oakwood	Hickory, N. C.	123
Roosevelt High	Des Moines, Iowa	122
Hill St. East Globe	Globe, Ariz.	120
Idlewild	Memphis, Tenn.	120
Madison	Lakewood, Ohio	119
Noble	Detroit, Mich.	116
Washington	Wauwatosa, Wis.	116
McPherson	Chicago, Ill.	115
Mark Twain	Sioux Falls, S. D.	115
Grove St.	Vicksburg, Miss.	113
Laurelhurst	Portland, Ore.	112
Andrew Jackson	Kingsport, Tenn.	112
Weirton Heights	Weirton, W. Va.	112
Roosevelt	Wauwatosa, Wis.	112
Mason	Chicago, Ill.	111
Bryant	Sioux City, Iowa	110
Franklin	Fargo, N. D.	108
Smithfield Ave.	Pawtucket, R. I.	108
Palatine	Palatine, Ill.	107
Locke	Arlington, Mass.	107
Nathan C. Shaeffer	Lancaster, Pa.	107
William Fox	Richmond, Va.	107
Columbia	Wenatchee, Wash.	107
West End Elem.	Montgomery, Ala.	105
Sunshine	Springfield, Mo.	105
Robert E. Lee High	Jacksonville, Fla.	104
George Rogers Clark No. 1	Indianapolis, Ind.	104
Doty	Detroit, Mich.	104
Barnard	Tulsa, Okla.	104
Jefferson	Erie, Pa.	104
Lincoln Jr. High	Salt Lake City, Utah	103
Lincoln	Wenatchee, Wash.	103
S. M. Inman	Atlanta, Ga.	102
Wynnton	Columbus, Ga.	102
Fuerbringer	Saginaw, Mich.	102
Eugene Field	Mitchell, S. D.	102
Norman Bridge	Chicago, Ill.	101
Washington-Jefferson	Bettendorf, Iowa	101
West Reading	West Reading, Pa.	101
Woodstock	Anniston, Ala.	100
Stanley Hall	Evansville, Ind.	100
Lincoln	Cedar Rapids, Iowa	100
Fred A. Olds	Raleigh, N. C.	100
Eliot	Tulsa, Okla.	100
Creston	Portland, Ore.	100
Jackson	York, Pa.	100
Julian Mitchell	Charleston, S. C.	100
East High	Madison, Wis.	100
Fairview	Camden, Ark.	97
Lincoln	Pottstown, Pa.	96
Capitol Heights Elem.	Montgomery, Ala.	95
Budlong	Chicago, Ill.	95
Windsor	Des Moines, Iowa	95
Central	Glen Rock, N. J.	94
Barnard	Washington, D. C.	93
Miller Park	Omaha, Nebr.	93
Prussing	Chicago, Ill.	90
Henry W. Yates	Omaha, Nebr.	90
Yocum	El Dorado, Ark.	89
Roosevelt Elem.	Mason City, Iowa	88
Southmayd	Houston, Texas	88
Ann Beers	Washington, D.C.	87
Edward S. Rhodes	Cranston, R. I.	87
Theodore Roosevelt	Park Ridge, Ill.	86
Longfellow	Sioux Falls, S. D.	86
Amphitheater	Tucson, Ariz.	85
McGehee Elem.	McGehee, Ark.	85
Whitney	Boise, Idaho	85
Cleveland	Cedar Rapids, Iowa	85
Daretown	Elmer, N. J.	85
Eastover	Charlotte, N. C.	85
Putnam City	Oklahoma City, Okla.	85
I. N. Ragsdale	Atlanta, Ga.	84
Cherry Hill	River Edge, N. J.	84
Fairfield	Fairfield, Ala.	83
Johnson Memorial	Columbus, Ga.	83
Newton Bateman	Chicago, Ill.	82
LeMoyne	Chicago, Ill.	82
Greenfield	Detroit, Mich.	82
Magnolia	Greenwood, S. C.	82
Brighton	Seattle, Wash.	82
Adams Pre-School	Spokane, Wash.	82
Parker	Detroit, Mich.	81
Barge-Lincoln	Yakima, Wash.	81
Forrest City	Forrest City, Ark.	80
Brenan	Chicago, Ill.	80
Trumbull	Chicago, Ill.	80
Greenwood	Des Moines, Iowa	80
St. Andrews	Erie, Pa.	80
J. C. Harris	Atlanta, Ga.	79
Brentwood-Mt. Rainier High	Brentwood, Md.	79
Brackett	Arlington, Mass.	79
Ockley Green	Portland, Ore.	79
Roosevelt	Kansas City, Kans.	78
Jackson	Omaha, Nebr.	78
Myrtle Underwood	Raleigh, N. C.	78
Anne E. West	Atlanta, Ga.	77
A. W. Komorek	North Riverside, Ill.	77
Blackstone	Blackstone, Va.	77
Bellinger Hill	Montgomery, Ala.	76
Jones	Hot Springs, Ark.	76
Leachville	Leachville, Ark.	76
Lincoln	Dixon, Ill.	76
Spencer Park	Hastings, Nebr.	76
Emerson	Teaneck, N. J.	76
Jackson	Canton, Ohio	76
Jefferson Pre-School	Tacoma, Wash.	76
Brentano	Chicago, Ill.	75
Farnsworth	Chicago, Ill.	75
R. K. Welsh	Rockford, Ill.	75
Hillcrest	Fort Wayne, Ind.	75
Kinder	Kinder, La.	75
Gulfport High	Gulfport, Miss.	75
Highland	Meridian, Miss.	75
Walnut Hill	Omaha, Nebr.	75
Bond Hill	Cincinnati, Ohio	75
Pine St.	Spartanburg, S. C.	75
Christine	Memphis, Tenn.	75
North 27th St.	Milwaukee, Wis.	75
Floyd Hamilton	Lake Charles, La.	74
School No. 77	Indianapolis, Ind.	73
Madison Ave.	Newark, N. J.	73
Messick	Memphis, Tenn.	73
Cleveland	Cleveland, Miss.	72
Wright	Altoona, Pa.	72
Greenwood	Bessemer, Ala.	71
Rural Jr. High	Birmingham, Ala.	71
Harding	Erie, Pa.	71
Wesleyville	Wesleyville, Pa.	71
R. B. Fisher	Corpus Christi, Texas	71
Inglenook	Birmingham, Ala.	70
Mary B. Austin	Spring Hill, Ala.	70
Highland Ave.	Albany, Ga.	70
Longfellow	Boise, Idaho	70
Ebinger	Chicago, Ill.	70
Hunt	Sioux City, Iowa	70
Hawthorne	Kansas City, Kans.	70
Minne Lusa	Omaha, Nebr.	70
Brookdale Ave.	Verona, N. J.	70
McIver	Sanford, N. C.	70
Gatewood Preschool	Seattle, Wash.	70
Benjamin Franklin	Milwaukee, Wis.	70
Fincher	Cheyenne, Wyo.	70
Norwood	Birmingham, Ala.	69
Walnut Ridge	Walnut Ridge, Ark.	69
Miami Beach Elem.	Miami Beach, Fla.	69
North Beach Elem.	Miami Beach, Fla.	69
Jefferson	Pocatello, Idaho	68
Bethel Grove	Memphis, Tenn.	68
Emerson	Madison, Wis.	68
Greensboro	Greensboro, Ala.	67
Sudbury	Blytheville, Ark.	67
Bennett	Chicago, Ill.	67
Jefferson	Fargo, N. D.	67
McKinley	Bartlesville, Okla.	67
Post Childrens	Fort Belvoir, Va.	67
Broad Ave.	Albany, Ga.	66
Graeme Stewart	Chicago, Ill.	66
Madison	Quincy, Ill.	66
MacDowell	Detroit, Mich.	66
Paxson	Missoula, Mont.	66
Clara Barton	Fords, N. J.	66
Merchantville	Merchantville, N. J.	66
Henry W. Longfellow	Pennsauken, N. J.	66
Pasadena Gardens Elem.	Pasadena, Texas	66
Avondale	Chicago, Ill.	65
Lincoln	Elkhart, Ind.	65
Guilford	Baltimore, Md.	65
Duling	Jackson, Miss.	65
Washington	Omaha, Nebr.	65
Rimer	Akron, Ohio	65
Glencoe	Portland, Ore.	65
Woodstock	Portland, Ore.	65
Colfax	Pittsburgh, Pa.	65
Elroy	Pittsburgh, Pa.	65
Chester	Chester, S. D.	65
Lowell	Sioux Falls, S. D.	65
Hawthorne Elem.	Salt Lake City, Utah	65
Washington	Bellingham, Wash.	65
Adams	Spokane, Wash.	65
Cove	Weirton, W. Va.	65
Merrill	Beloit, Wis.	65
Bowerman	Springfield, Mo.	64
Fernwood	Portland, Ore.	64
Mount Wolf	Mount Wolf, Pa.	64
Waldo	Waldo, Ark.	63
William Penn Nixon	Chicago, Ill.	63
Quindora	Kansas City, Kans.	63
Rosteet	Lake Charles, La.	63
Picayune Elem.	Picayune, Miss.	63
Grant	Norfolk, Nebr.	63

ncoln Heights	Scottsbluff, Nebr.	63
dison Ave.	Irvington, N. J.	63
darhurst School No. 5	Cedarhurst, N. Y.	63
ra J. Peck	Greensboro, N. C.	63
ntral	Chillicothe, Ohio	63
kville	Oakville, Tenn.	63
enman	Tucson, Ariz.	62
m Hughes	Tucson, Ariz.	62
ytheville High	Blytheville, Ark.	62
gnes McReynolds	Pensacola, Fla.	62
allace	Des Moines, Iowa	62
linton	Clinton, Miss.	62
. B. Woodley Grammar	Hattiesburg, Miss.	62
ames A. Garfield	Collingswood, N. J.	62
eaverton Grade	Beaverton, Ore.	62
outhmont Mothers Club	Johnstown, Pa.	62
Wickford Grammar	Wickford, R. I.	62
rving	Sioux Falls, S. D.	62
ighland Park	Salt Lake City, Utah	62
ltheimer	Altheimer, Ark.	61
ast Newport	Newport, Ark.	61
tar City	Star City, Ark.	61
Bakersfield High & College	Bakersfield, Calif.	61
Dwight	Fairfield, Conn.	61
Sawyer Ave.	Chicago, Ill.	61
Centennial	Evansville, Ind.	61
Franklin Simpson	Franklin, Ky.	61
Jennings	Jennings, La.	61
Beals	Omaha, Nebr.	61
Villa Heights	Charlotte, N. C.	61
Randolph	Suffield, Ohio	61
Fifth Ward	Lewistown, Pa.	61
Belle Morris	Knoxville, Tenn.	61
Edgar Allen Poe Jr.	San Antonio, Texas	61
Patrick Henry	Richmond, Va.	61
Elma	Elma, Wash.	61
Whittier	Phoenix, Ariz.	60
Searcy Elem.	Searcy, Ark.	60
38th St.	Savannah, Ga.	60
Cole	Boise, Idaho	60
Sunnyside	Kellogg, Idaho	60
Bret Harte	Chicago, Ill.	60
Grant	Rock Island, Ill.	60
Beardsley	Elkhart, Ind.	60
Polk	Cedar Rapids, Iowa	60
Woodrow Wilson Jr. High	Des Moines, Iowa	60
Maccochaque	Kansas City, Kans.	60
Queensborough Grammar	Shreveport, La.	60
Surrey	Hagerstown, Md.	60
Ruleville, Miss.	Ruleville, Miss.	60
Randolph	Lincoln, Nebr.	60
Winfield Park	Linden, N. J.	60
Grace	Asheville, N. C.	60
Taylor Road	Cleveland Heights, Ohio	60
Beach	Portland, Ore.	60
Guthrie	Memphis, Tenn.	60
Edward's	Beaumont, Texas	60
Ensign	Salt Lake City, Utah	60
John B. Cary	Richmond, Va.	60
Cunningham	Beloit, Wis.	60
North 36th St.	Milwaukee, Wis.	60
Hubbell	Des Moines, Iowa	59
East	Jefferson City, Mo.	59
Encanto	Phoenix, Ariz.	58
Magnolia Grammar	Magnolia, Ark.	58
John Marshall Elem.	Chicago, Ill.	58
Dubois	Springfield, Ill.	58
Edison	Waterloo, Iowa	58
Morgan City High	Morgan City, La.	58
Ruthruff	Detroit, Mich.	58
McKinley	North Platte, Nebr.	58
Wildwood Crest	Wildwood Crest, N. J.	58
Emerson	Sioux Falls, S. D.	58
Ginter Park	Richmond, Va.	58
Hazel Valley	Seattle, Wash.	58
Taft	Charleston, W. Va.	58
Beebe	Beebe, Ark.	57
Hulbert	West Memphis, Ark.	57
Wilson	Wilson, Ark.	57
Church St.	East Point, Ga.	57
Funston	Chicago, Ill.	57
Joseph E. Gary	Chicago, Ill.	57
Warren	Decatur, Ill.	57
Elmwood Park	Elmwood Park, Ill.	57
Sherrouse	Monroe, La.	57
Alger	Grand Rapids, Mich.	57
Forest Hill	Jackson, Miss.	57
Gibbs	Canton, Ohio	57
Linden Elem.	Columbus, Ohio	57
Gregory Heights	Portland, Ore.	57
Prescott-Muhlenberg	Scranton, Pa.	57
South Hi Mount	Fort Worth, Texas	57
Adams	Janesville, Wis.	57
Orchard Valley	Cheyenne, Wyo.	57
Jessie Hopper	Huntsville, Ala.	56
Emerson	Phoenix, Ariz.	56
W. B. Patterson	Washington, D. C.	56
William Penn	Chicago, Ill.	56
Longfellow	Iowa City, Iowa	56
Kenwick	Lexington, Ky.	56
Caltier	St. Paul, Minn.	56
Enoch Jr. High	Jackson, Miss.	56
Cedar Grove	Cedar Grove, N. J.	56
Demonstration N.J. Teachers College	Jersey City, N. J.	56
Ardmore	Winston Salem, N. C.	56
Simmons	Aberdeen, S. D.	56
Brookings	Brookings, S. D.	56
Fletcher Elem.	Beaumont, Texas	56
Granby Elem.	Norfolk, Va.	56
Walnut St.	Newport, Ark.	55
Riverside	No. Little Rock, Ark.	55
Belle Glade	Belle Glade, Fla.	55
Bullah Beal	Jacksonville, Fla.	55
Charles H. Bruce	Macon, Ga.	55
Jamieson	Chicago, Ill.	55
Libby	Chicago, Ill.	55
Marquette	Chicago, Ill.	55
Perry	La Fayette, Ind.	55
John B. Saylor	Des Moines, Iowa	55
Brame Grammar	Alexandria, La.	55
Peirce	Arlington, Mass.	55
Endion	Duluth, Minn.	55
Minnehaha	Two Harbors, Minn.	55
McCoy	Independence, Mo.	55
Alcott	Hastings, Nebr.	55
Sheridan	Lincoln, Nebr.	55
Longfellow	Scottsbluff, Nebr.	55
Bernardsville Elem.	Bernardsville, N. J.	55
Avon	Newark, N. J.	55
Sherman	Roselle Park, N. J.	55
Fulton	Hempstead, N. Y.	55
Knightdale	Knightdale, N. Y.	55
Graham	Shelby, N. C.	55
North Elem.	Winson-Salem, N. C.	55
Wiley	Winston-Salem, N. C.	55
North Industry	North Industry, Ohio	55
Garfield	Ponca City, Okla.	55
John Burroughs	Tulsa, Okla.	55
Kenton	Portland, Ore.	55
Baker	Altoona, Pa.	55
Amelia	Beaumont, Texas	55
South Park Elem.	Beaumont, Texas	55
Crockett	El Paso, Texas	55
J. P. Henderson	Houston, Texas	55
Libbie Edward	Salt Lake City, Utah	55
Pikeside	Martinsburg, W. Va.	55
Burdge	Beloit, Wis.	55
Nee-ska-ra	Milwaukee, Wis.	55
North Birmingham	Birmingham, Ala.	54
East Clinton	Huntsville, Ala.	54
John Quincy Adams	Washington, D. C.	54
East Lake	Atlanta, Ga.	54
Kirkwood	Atlanta, Ga.	54
Mary Lin	Atlanta, Ga.	54
James Madison	Chicago, Ill.	54
Odell	Odell, Ill.	54
Oak Park	Des Moines, Iowa	54
Schulze	Detroit, Mich.	54
Oakdale	West St. Paul, Minn.	54
Graceland	Kansas City, Mo.	54
McKinley	Fairport Harbor, Ohio	54
Buckeye	Youngstown, Ohio	54
Park Rose	Portland, Ore.	54
Edgewood	Weirton, W. Va.	54

Will your unit be a member of the 1951 Fifty-or-More Club? Now is the time to plan your new subscription campaign for the *National Parent-Teacher*.

Dudgeon	Madison, Wis.	54
Stanton	Laramie, Wyo.	54
DuVal	Fort Smith, Ark.	53
Malvern Grammar	Malvern, Ark.	53
Bunnell	Bunnell, Fla.	53
Emerson	Pocatello, Idaho	53
Goethe	Chicago, Ill.	53
John M. Palmer	Chicago, Ill.	53
Portage Park	Chicago, Ill.	53
Volta	Chicago, Ill.	53
Riley	Huntington, Ind.	53
Irving	Sioux City, Iowa	53
Washington	Parsons, Kans.	53
Delhi High	Delhi, La.	53
Spring Lake Park	Minneapolis, Minn.	53
Dundee	Omaha, Nebr.	53
Unit No. 4	Cliffside Park, N. J.	53
Rockford St.	Mount Airy, N. C.	53
Drake	Drake, N. D.	53
Westlake	Westlake, Ohio	53
Lincoln	Tulsa, Okla.	53
Curtin	Altoona, Pa.	53
Columbia	Coatesville, Pa.	53
Columbus	Erie, Pa.	53
Rozelle	Memphis, Tenn.	53
Highland Park	San Antonio, Texas	53
Holladay	Holladay, Utah	53
Shorewood Hills	Madison, Wis.	53
Victor L. Berger	Milwaukee, Wis.	53
Franklin	West Allis, Wis.	53
Park Addition	Cheyenne, Wyo.	53
Lee County High	Auburn, Ala.	52
Phillips High	Birmingham, Ala.	52
Woodrow Wilson	Birmingham, Ala.	52
Hurie	Clarksville, Ark.	52
Woodruff	Little Rock, Ark.	52
Lincoln	Denver, Col.	52
Bear Creek	Mount Morrison, Col.	52
Miami Beach High	Miami Beach, Fla.	52
Fulford	North Miami Beach, Fla.	52
George W. Adair	Atlanta, Ga.	52
Cherokee Ave.	Cartersville, Ga.	52
Irving Park	Chicago, Ill.	52
Cyrus H. McCormick	Chicago, Ill.	52
Franz Schubert	Chicago, Ill.	52
Stockton	Chicago, Ill.	52
Hay-Edwards	Springfield, Ill.	52
Lincoln	La Porte, Ind.	52
Callanan Jr. High	Des Moines, Iowa	52

Here we present the Fathersingers of Osceola, Iowa, and their director, Miss Christine Sobieski. Organized in September 1947, this group has become so popular it now presents forty programs each year to entertain local units, district meetings, and various civic groups. The Fathersingers have also appeared on radio broadcasts and at the parent-teacher leadership workshop in Ames, Iowa, to sing their specialties—spirituals, folk songs, and semiclassical numbers.

Emerson	Waterloo, Iowa	52
Northside	Hutchinson, Kans.	52
Mark Twain	Kansas City, Kans.	52
Whitmore	Kansas City, Kans.	52
Eugene Field	Pittsburg, Kans.	52
P. A. Capdau	New Orleans, La.	52
May Street	Worcester, Mass.	52
Brady	Detroit, Mich.	52
Handley	Saginaw, Mich.	52
Guttersen	St. Paul, Minn.	52
Windsor	Omaha, Nebr.	52
Groveton	Groveton, N. H.	52
Gibbstown	Gibbstown, N. J.	52
Fairmount Ave.	Jamestown, N. Y.	52
Chatsworth Ave.	Larchmont, N. Y.	52
Fisher Street	Burlington, N. C.	52
Mount Washington	Cincinnati, Ohio	52
Jefferson	Springfield, Ohio	52
Putman Heights	Oklahoma City, Okla.	52
Central High	Tulsa, Okla.	52
Dayton City	Dayton, Tenn.	52
West Jackson	Jackson, Tenn.	52
Bruce	Memphis, Tenn.	52
Lincoln	Brigham City, Utah	52
View Ridge	Seattle, Wash.	52
Alta Vista	Cheyenne, Wyo.	52
Barrett	Birmingham, Ala.	51
Ensley High	Birmingham, Ala.	51
McArthur	Birmingham, Ala.	51
Isaac	Phoenix, Ariz.	51
Luxora	Luxora, Ark.	51
Lincoln	Pueblo, Colo.	51
South Ward	Clearwater, Fla.	51
Central Beach Elem.	Miami Beach, Fla.	51
Woodlawn	St. Petersburg, Fla.	51
Warrington	Warrington, Fla.	51
Northboro	West Palm Beach, Fla.	51
Lena H. Cox	Atlanta, Ga.	51
Sylvan Hills	Atlanta, Ga.	51
St. Elmo	Columbus, Ga.	51
Ponce de Leon	Decatur, Ga.	51
Romana Riley	Savannah, Ga.	51
Hawthorne	Idaho Falls, Idaho	51
Washington	Twin Falls, Idaho	51
Edgebrook	Chicago, Ill.	51
Howland	Chicago, Ill.	51
Holy Angels	East St. Louis, Ill.	51
Rockwell	Havana, Ill.	51
Horace Mann	Mount Vernon, Ill.	51
Lincoln	Skokie, Ill.	51
McCulloch	Marion, Ind.	51
Silver Street	New Albany, Ind.	51
Alcott	Wichita, Kans.	51
Fairmount	Wichita, Kans.	51
Robert Burns	Detroit, Mich.	51
Fitzgerald	Detroit, Mich.	51
Ruth Hoppin	Three Rivers, Mich.	51
West Ward	Gulfport, Miss.	51
Bancroft	Omaha, Nebr.	51
Columbian	Omaha, Nebr.	51
Rosehill	Omaha, Nebr.	51
Jackson Heights	Glens Falls, N. Y.	51
Lindley Jr. High	Greensboro, N. C.	51
Washington	Minot, N. D.	51
Ely	Elyria, Ohio	51
Sheilds Heights	Oklahoma City, Okla.	51
Irving	Erie, Pa.	51
Overlook	Willow Grove, Pa.	51
South Side Elem.	Spartanburg, S. C.	51
Whittier	Mitchell, S. D.	51
Central	Watertown, S. D.	51
East High	Memphis, Tenn.	51
Snowden	Memphis, Tenn.	51
Coldwell	El Paso, Texas	51
North Elem.	Midland, Texas	51
Draper	Draper, Utah	51
East High	Salt Lake City, Utah	51
Magnolia-Briarcliff	Seattle, Wash.	51
Orchard Park Pre-School	Spokane, Wash.	51
Cumberland	Milwaukee, Wis.	51
Gilbert Knapp	Racine, Wis.	51
Lincoln	Casper, Wyo.	51
Elyton	Birmingham, Ala.	50
Bynum	Bynum, Ala.	50
Childersburg	Childersburg, Ala.	50
Eufaula	Eufaula, Ala.	50
Baker Elem.	Selma, Ala.	50
University Place	Tuscaloosa, Ala.	50
Sixth Ave.	Pine Bluff, Ark.	50
Central Ward	Rogers, Ark.	50
Aurora	Aurora, Col.	50
Kirby-Smith	Jacksonville, Fla.	50
Southside Grammar	Jacksonville, Fla.	50
Coral Way Elem.	Miami, Fla.	50
McIntosh	Albany, Ga.	50
North Fulton High	Atlanta, Ga.	50
John W. Houghton	Augusta, Ga.	50
Jackson	Jackson, Ga.	50
Franklin	Boise, Idaho	50
Whittier	Boise, Idaho	50
Gooding	Gooding, Idaho	50
Emerson	Idaho Falls, Idaho	50
Hiawatha	Berwyn, Ill.	50
Haugan	Chicago, Ill.	50
Onahan	Chicago, Ill.	50
Ryerson	Chicago, Ill.	50
Roselawn-Edison	Danville, Ill.	50
Des Plaines West Division	Des Plaines, Ill.	50
Frankfort	Frankfort, Ill.	50
Culver	Evansville, Ind.	50
Garden City	Indianapolis, Ind.	50
Riverside School No. 44	Indianapolis, Ind.	50
School No. 34	Indianapolis, Ind.	50
South Side	Mishawaka, Ind.	50
Byron Rice	Des Moines, Iowa	50
Stowe	Des Moines, Iowa	50
Fulton	Dubuque, Iowa	50
Richardson	Fort Madison, Iowa	50
Longfellow	Sioux City, Iowa	50
Kingsley	Waterloo, Iowa	50
Roosevelt	Chanute, Kans.	50
McKinley	Coffeyville, Kans.	50
Chelsea	Kansas City, Kans.	50
Parker	Kansas City, Kans.	50
Rosedale High	Kansas City, Kans.	50
Overland Park	Overland Park, Kans.	50
Lincoln	Parsons, Kans.	50
Georgia Tucker	Monroe, La.	50
Cadillac	Detroit, Mich.	50
Sumner	Austin, Minn.	50
Biloxi High	Biloxi, Miss.	50
Drew	Drew, Miss.	50
Marks	Marks, Miss.	50
Marion Park	Meridian, Miss.	50
Centralia	Centralia, Mo.	50
Linden	Fremont, Nebr.	50
Longfellow	Hastings, Nebr.	50
Central Park	Omaha, Nebr.	50
Bryant	Scottsbluff, Nebr.	50
Theodore Roosevelt	Scottsbluff, Nebr.	50
Henderson Elem.	Henderson, Nev.	50
Haddon Heights	Haddon Heights, N. J.	50
Bragaw Ave.	Newark, N. J.	50
Maple Ave.	Newark, N. J.	50
Thomas Jefferson	North Arlington, N. J.	50
Springfield	Springfield, N. J.	50
Mesilla Park	Mesilla Park, N. M.	50
Cedarhurst No. 3	Cedarhurst, N. Y.	50
Columbus Ave.	Freeport, L. I., N. Y.	50
Lawrence School No. 1	Lawrence, L. I., N. Y.	50
William Wilson Jr. High	Mount Vernon, N. Y.	50
School No. 13	Valley Stream, N. Y.	50
Robersonville	Robersonville, N. C.	50
Copley	Copley, Ohio	50
Kenwood Heights	Springfield, Ohio	50
Franklin	Ardmore, Okla.	50
Horace Mann	Shawnee, Okla.	50
Woodrow Wilson	Shawnee, Okla.	50
Kendall Elem.	Tulsa, Okla.	50
Will Rogers	Tulsa, Okla.	50
Lincoln	Eugene, Ore.	50
Enhaut Grade	Enhaut, Pa.	50
Lakewood	Erie, Pa.	50
Mifflinburg	Mifflinburg, Pa.	50
Rupert	Pottstown, Pa.	50
Central Elem.	York, Pa.	50
Franklin	York, Pa.	50
Garfield	Aberdeen, S. D.	50
Garden City	Garden City, S. D.	50
Beadle	Sioux Falls, S. D.	50
Lincoln	Sioux Falls, S. D.	50
Vollentine	Memphis, Tenn.	50
Training	Murfreesboro, Tenn.	50
Lida Hooe	Dallas, Texas	50
Gerald Elem.	San Antonio, Texas	50
Sherman	Salt Lake City, Utah	50
Stonewall Jackson	Arlington, Va.	50
Warrenton	Warrenton, Va.	50
Washington	Aberdeen, Wash.	50
McCleary	McCleary, Wash.	50
Monroe	Monroe, Wash.	50
Maple	Seattle, Wash.	50
Bordeaux	Shelton, Wash.	50
Finch Preschool	Spokane, Wash.	50
Steven's	Spokane, Wash.	50
Enslow	Huntington, W. Va.	50
Rowlesburg	Rowlesburg, W. Va.	50
Carleton	Milwaukee, Wis.	50
Riverview	Milwaukee, Wis.	50
Jefferson	West Allis, Wis.	50

Badges of Honor

This year we are presenting every P.T.A. in the Fifty-or-More Club with an attractive blue button badge that can be worn by the magazine chairman or other officer at all local unit, council, district, state, or national meetings throughout the year. Each P.T.A. that secured at least 100 subscriptions will be given a special gold button badge to be worn on such occasions.

If your association is entitled to one of these badges and is to be represented at the national convention, your delegate may obtain it by calling at Room 2, Mezzanine Level, Municipal Auditorium, Long Beach, California. Then he can wear it proudly for others to see at every session he attends. Badges that are not called for during the convention will be mailed to the local associations in June.

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NEA JOURNAL HONORS P.T.A. HISTORY

• A great tribute has been paid to *Where Children Come First*, the history of the National Congress written by the noted authors, Harry A. and Bonaro W. Overstreet.

It has been chosen as their book-of-the-month selection for May by the editors of the *NEA Journal*, official magazine of the National Education Association. They are urging educators to make use of this book because it traces the development of the parent-teacher movement—"the public schools most powerful ally."

Parents will also find much good reading in *Where Children Come First*. Remind P.T.A. members to secure copies from their state offices. The price is $3.00.

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